

## IMPROVING ACHIEVEMENT AND CLOSING GAPS BETWEEN GROUPS



### Lessons from Schools on the Performance Frontier

Montana Assessment Conference

Helena, 2007



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## First, some good news.

After more than a decade of fairly  
flat achievement and stagnant or  
growing gaps, we appear to be  
turning the corner.



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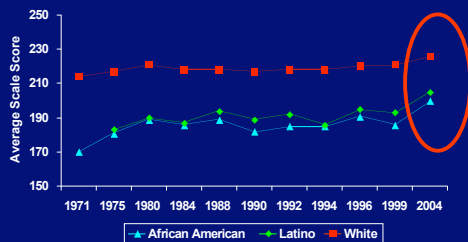
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## NAEP Reading, 9 Year-Olds: Record Performance for All Groups



Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress



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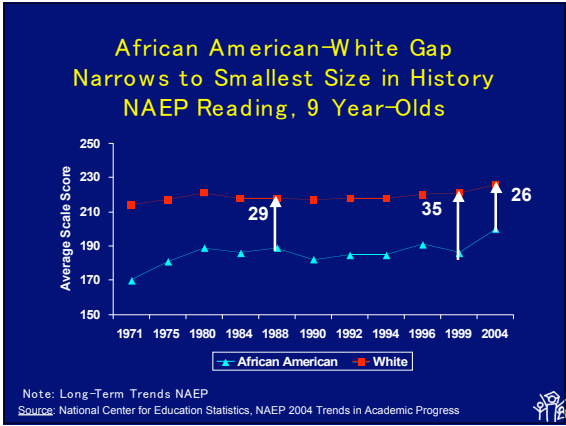
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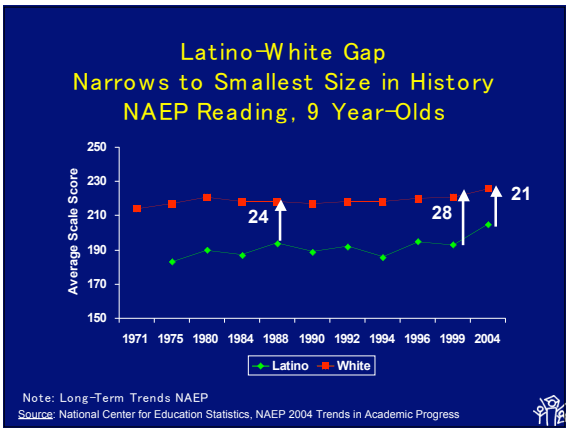
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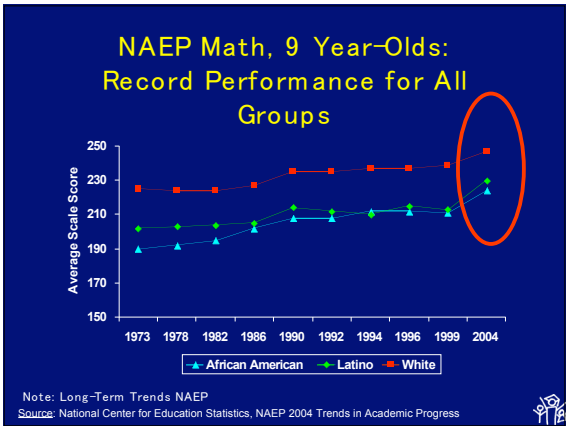
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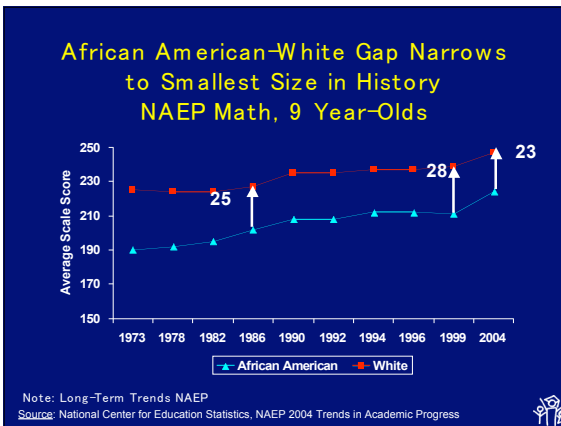
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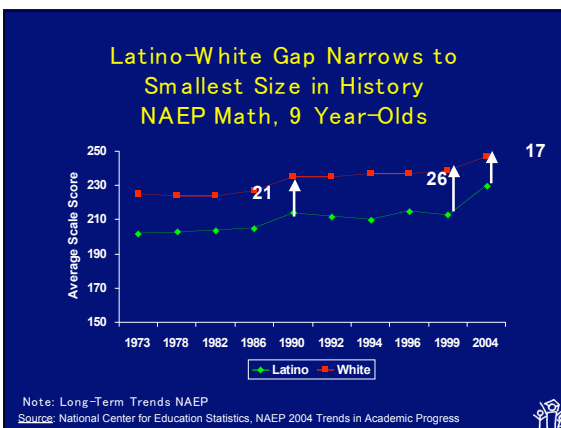
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**Bottom Line:**  
When We Really Focus on  
Something, We Make Progress

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Clearly, much more remains to be done in elementary and middle school

Too many youngsters still enter high school way behind.




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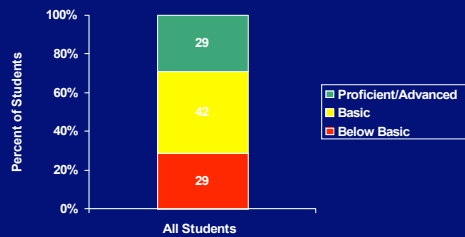
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### 2005 NAEP Grade 8 Reading All Students, Nation



Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/index/>




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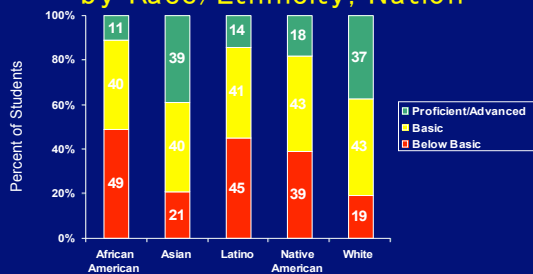
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### 2005 NAEP Grade 8 Reading by Race/Ethnicity, Nation



Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/index/>




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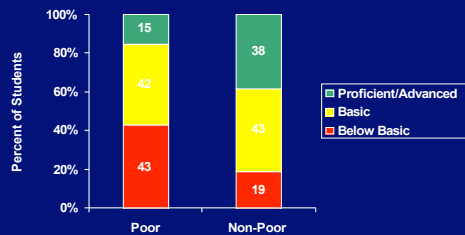
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## 2005 NAEP Grade 8 Reading by Family Income, Nation



Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/index/>




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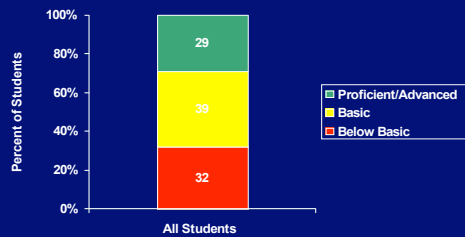
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## 2005 NAEP Grade 8 Math All Students, Nation



Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/index/>




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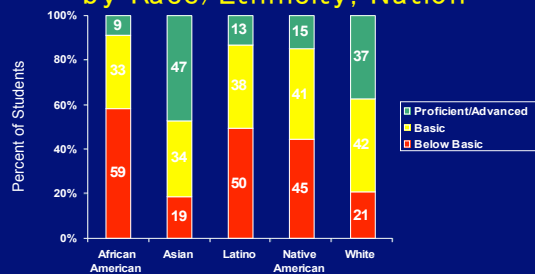
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## 2005 NAEP Grade 8 Math by Race/Ethnicity, Nation



Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/index/>




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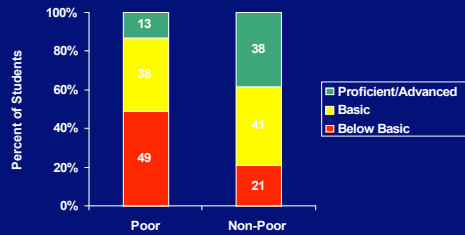
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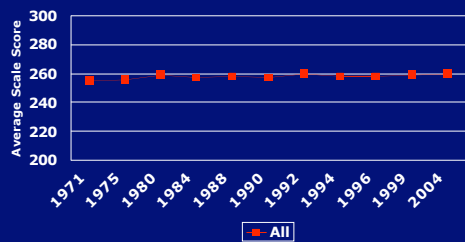
## 2005 NAEP Grade 8 Math by Family Income, Nation



Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/index/>

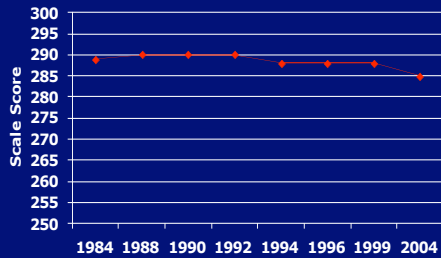
But the bigger problem is that  
we're not really building on  
these successes in the upper  
grades.

## Achievement Flat in Reading 13 Year-Olds, NAEP



Source: US Department of Education, National Center for Education Statistics, *NAEP 1999 Trends in Academic Progress* (p. 107)  
Washington, DC: US Department of Education, August 2000

## Achievement Flat or Declining in Reading, 17 year olds, NAEP



Note: Long-Term Trends NAEP  
Source: NAEP 2004 Trends in Academic Progress.




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## Math?

At first blush, appears to be trending upwards.




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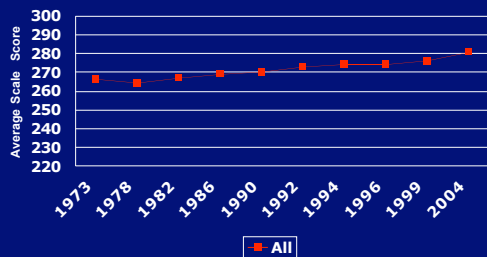
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## Achievement Up in Math, 13 Year-Olds, NAEP



Source: US Department of Education, National Center for Education Statistics. NAEP 1999 Trends in Academic Progress (p. 108)  
Washington, DC: US Department of Education, August 2000.




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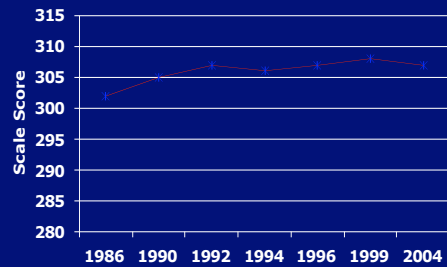
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## Achievement up in Math, 17 year olds, NAEP



Note: Long-Term Trends NAEP

Source: NAEP 2004 Trends in Academic Progress and NAEP 1999 Trends in Academic Progress.

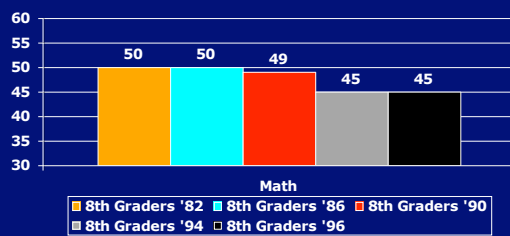


## But Value Added in Middle and High School Math Actually Declined During the Nineties



## Value Added Declining in Middle School Math...

Age 9-13 Growth

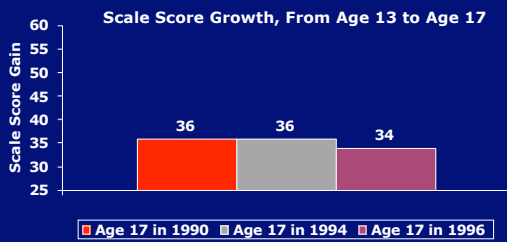


Source: NAEP 1999 Trends in Academic Progress



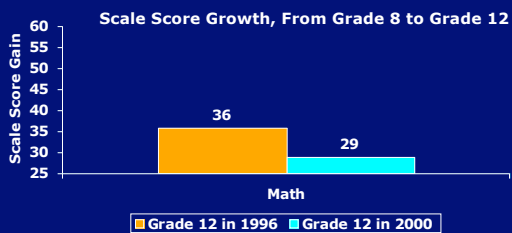


## Value Added Declining in High School Math...



Note: Scale score gains reflect the difference between the scale scores of 17-year-olds and the scale scores of 13-year-olds four years prior.  
 Source: NCES, 1999. Trends in Academic Progress. Data from Long Term Trend NAEP

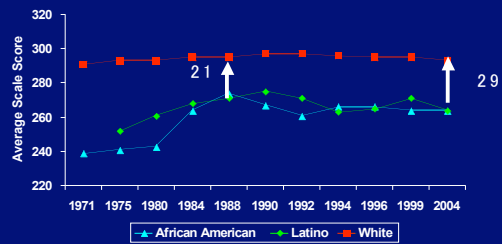
## ... Still



Note: Scale score gains reflect the difference between the scale scores of 12th Graders and the scale scores of 8th Graders four years prior.  
 Source: NAEP Data Explorer, <http://nces.ed.gov/ipeds/data/naep/dataexplorer/>

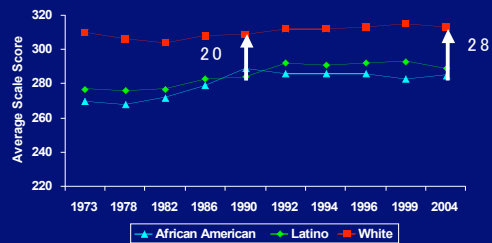
Gaps between groups wider today than in 1990

## NAEP Reading, 17 Year-Olds



Note: Long-Term Trends NAEP  
Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress

## NAEP Math, 17 Year-Olds



Note: Long-Term Trends NAEP  
Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress

## Hormones?

If so, we'd see the same  
pattern in other countries.

And we don't.



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## Looking across the Grades? 2003 TIMSS and PISA Math

(US only compared with countries that participated in all  
three assessments TIMSS 4+8 and PISA)



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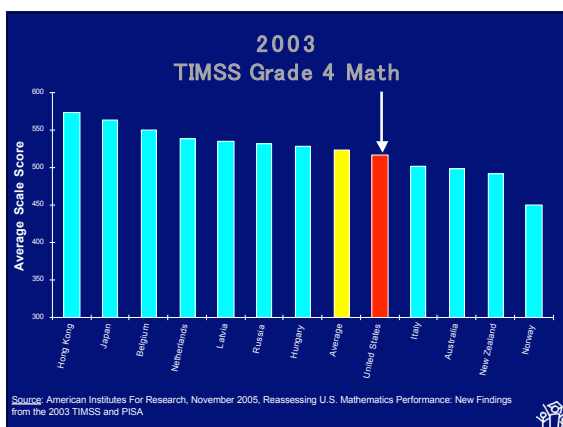
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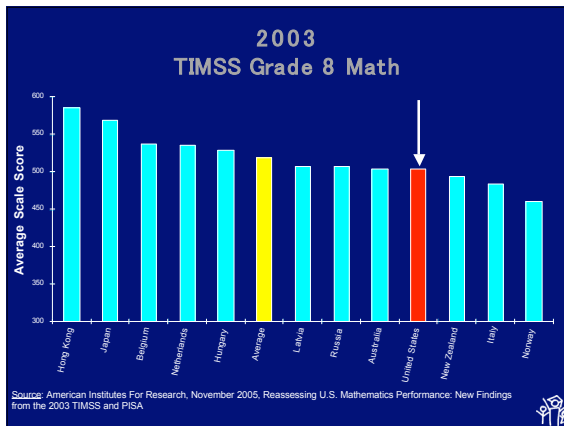
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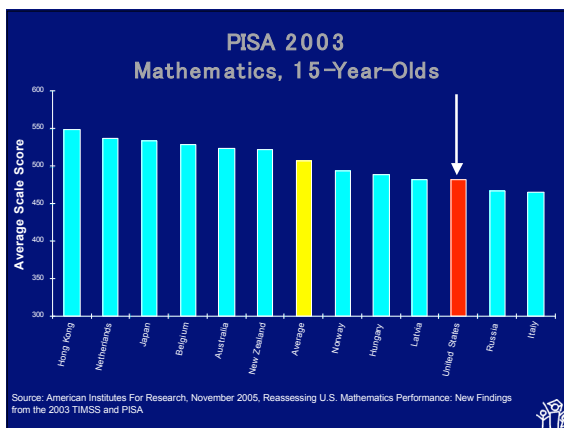
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Let's take a closer look at  
our 15 year olds.

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A few years ago, we got a wake up call when the 1999 PISA results were published.



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US 15 Year-Olds Rank Near Middle Of The Pack Among 32 Participating Countries: 1999

	U.S. RANK
READING	15TH
MATH	19TH
SCIENCE	14TH



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The new ones?



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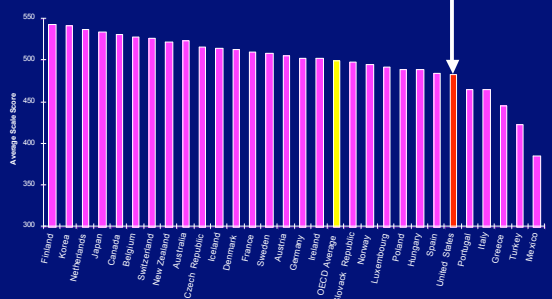
## PISA 2003: US 15 Year-Olds Rank Near The End Of The Pack Among 29 OECD Countries

	U.S. RANK
READING	20 <sup>TH</sup>
MATH	24 <sup>TH</sup>
SCIENCE	19 <sup>TH</sup>

Source: NCES, 2005. International Outcomes of Learning in Mathematics, Literacy and Problem Solving: 2003 PISA  
NCES 2005-003

## A closer look at math?

## 2003: U.S. Ranked 24<sup>th</sup> out of 29 OECD Countries in Mathematics



Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at <http://www.oecd.org>

Problems are not limited to  
our high-poverty and high-  
minority schools . . .




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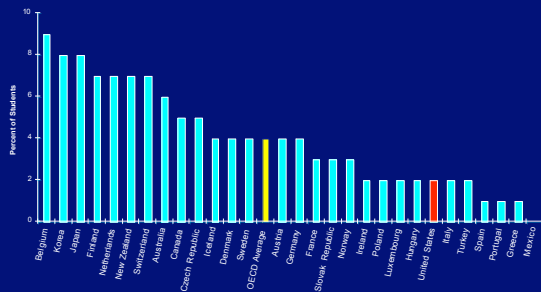
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U.S. Ranks Low in the Percent of Students in  
the Highest Achievement Level (Level 6)  
in Math



Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at <http://www.oecd.org>




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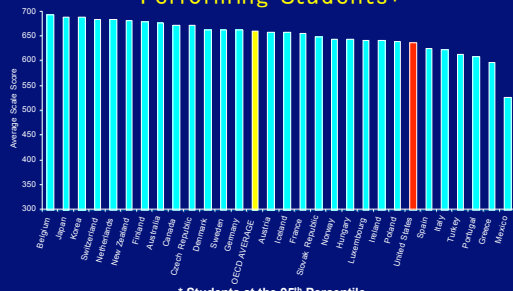
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U.S. Ranks 23<sup>rd</sup> out of 29 OECD Countries  
in the Math Achievement of the Highest-  
Performing Students\*



\* Students at the 95<sup>th</sup> Percentile

Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at <http://www.oecd.org>




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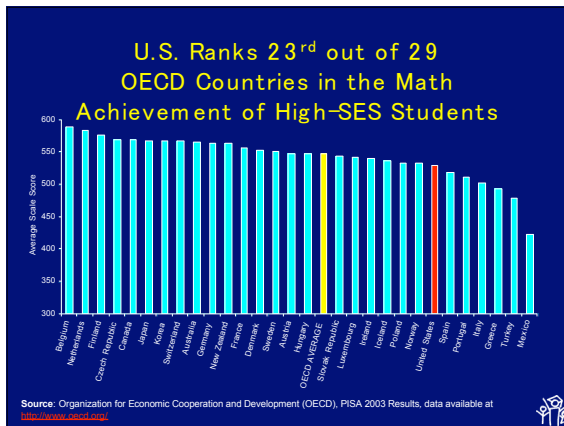
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Problems not limited to math, either.

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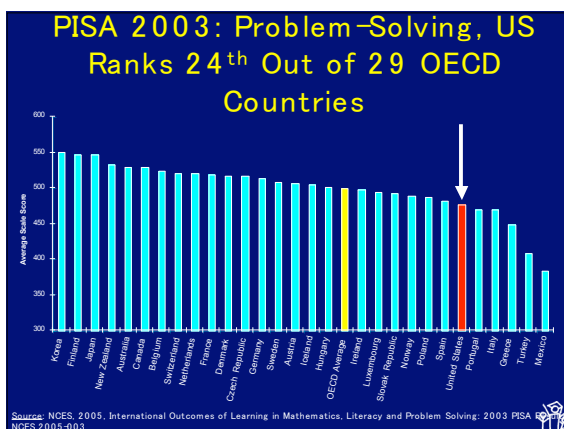
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More than half of our 15 year olds at problem-solving level 1 or below.

Source: OECD Problem Solving for Tomorrow's World, 2004



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One measure on which we rank high?

Inequality!



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### PISA 2003: Gaps in Performance Of U.S.15 Year-Olds Are Among the Largest of OECD Countries

Rank in Performance Gaps Between Highest and Lowest Achieving Students *	
Mathematical Literacy	8 <sup>th</sup>
Problem Solving	6 <sup>th</sup>

\*Of 29 OECD countries, based on scores of students at the 5<sup>th</sup> and 95<sup>th</sup> percentiles.

Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at <http://www.oecd.org>



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These gaps begin before  
children arrive at the  
schoolhouse door.

But, rather than organizing our  
educational system to ameliorate  
this problem, we organize it to  
exacerbate the problem.



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How?

By giving students who arrive  
with less, less in school, too.



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Some of these “lesses” are a  
result of choices that  
policymakers make.



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**Nation:  
Inequities in State and Local  
Revenue Per Student**

	Gap
High Poverty vs. Low Poverty Districts	-\$907 per student
High Minority vs. Low Minority Districts	-\$614 per student

Source: The Education Trust, The Funding Gap 2005. Data are for 2003




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**Montana:  
Inequities in State and Local  
Revenue Per Student**

	Gap
High Poverty vs. Low Poverty Districts	-\$789 per student
High Minority vs. Low Minority Districts	-\$1787 per student

Source: The Education Trust, The Funding Gap 2005. Data are for 2003




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**These differences\* really add up...**

- \$19,725 less per classroom of 25 students;
- \$197,250 less per typical size elementary school of 250 students;
- \$394,500 less per typical size secondary school of 500 students.

Differences between quarter of state's districts that have the most low-income children, and the quarter that have the fewest.




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While many educators find these inequities unfair, they can be comforting, as well. They make the achievement gap somehow not about us.



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In truth, though, some of the most devastating “lesses” are a function of choices that we educators make.



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Choices we make about what to expect of whom...



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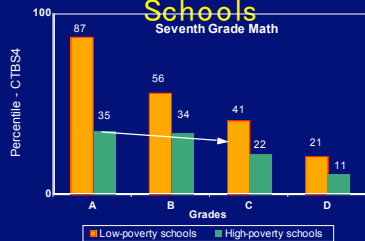
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## Students in Poor Schools Receive 'A's for Work That Would Earn 'Cs' in Affluent Schools



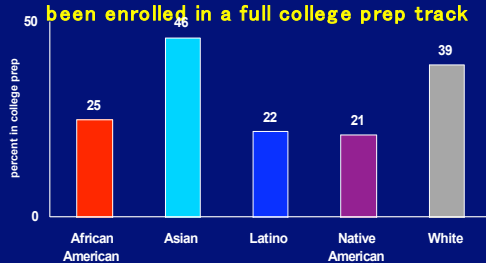
Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.



Choices we make about  
what to teach whom...



## African American, Latino & Native American high school graduates are less likely to have been enrolled in a full college prep track



Full College Prep track is defined as at least: 4 years of English, 3 years of math, 2 years of natural science, 2 years of social science and 2 years of foreign language

Source: Jay P. Greene, Public High School Graduation and College Readiness Rates in the United States, Manhattan Institute, September 2003, Table 8. 2001 high school graduates with college-prep curriculum.



And choices we make about  
*Who*  
teaches whom...




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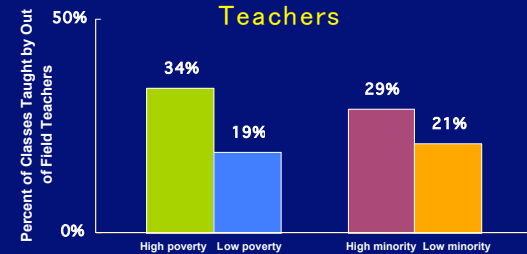
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### More Classes in High-Poverty, High-Minority Schools Taught By Out-of-Field Teachers



Note: High Poverty school-50% or more of the students are eligible for free/reduced price lunch. Low-poverty school-15% or fewer of the students are eligible for free/reduced price lunch.

High-minority school- 50% or more of the students are nonwhite. Low-minority school- 15% or fewer of the students are nonwhite.

\*Teachers lacking a college major or minor in the field. Data for secondary-level core academic classes. Source: Richard M. Ingersoll, University of Pennsylvania. Original analysis for the Ed Trust of 1999-2000 Schools and Staffing Survey.




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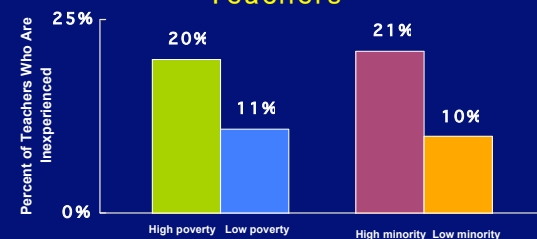
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### Poor and Minority Students Get More Inexperienced\* Teachers



\*Teachers with 3 or fewer years of experience.

Note: High poverty refers to the top quartile of schools with students eligible for free/reduced price lunch. Low poverty-bottom quartile of schools with students eligible for free/reduced price lunch. High minority-top quartile, those schools with the highest concentrations of minority students. Low minority-bottom quartile of schools with the lowest concentrations of minority students.

Source: National Center for Education Statistics. "Monitoring Quality: An Indicators Report."




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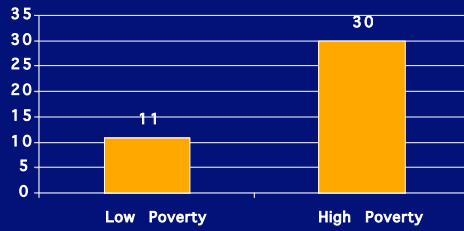
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# Montana: Percent of Secondary School Classes Taught By Teachers without even Minor in Field



NCEs Schools and Staffing Survey; data are for 2000. See EdWatch, 2005.




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Results are devastating.

Kids who come in a little behind, leave a lot behind.




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By the end of high school?




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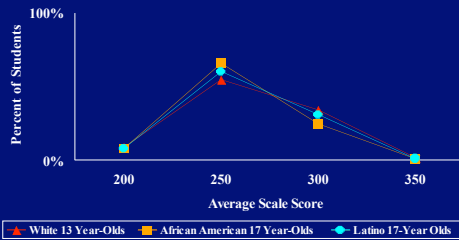
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## African American and Latino 17 Year-Olds Do Math at Same Levels As White 13 Year-Olds



Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress




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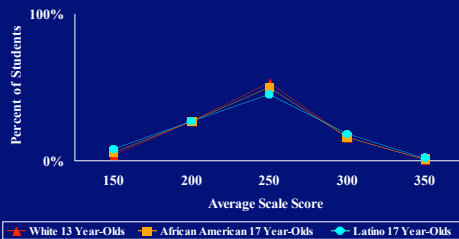
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## African American and Latino 17 Year-Olds Read at Same Levels As White 13 Year-Olds



Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress




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And these are the  
students who remain in  
high school.

What do those numbers look  
like?




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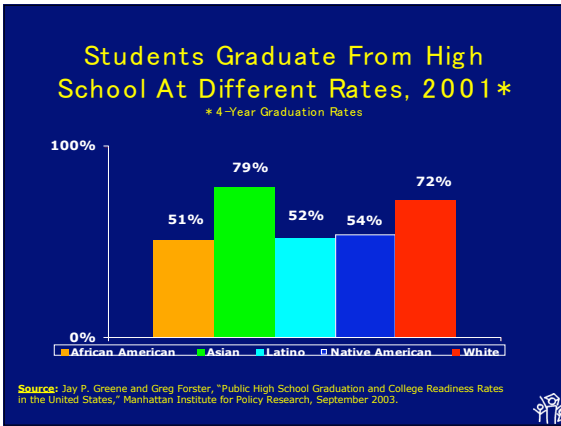
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## ADD IT ALL UP...

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### Of Every 100 White Kindergartners:

- 94** Graduate from high school
- 66** Complete at least some college
- 34** Obtain at least a Bachelor's Degree

(25-to 29-Year-Olds)

Source: US Department of Commerce, Bureau of the Census, March Current Population Surveys, 1971-2003, in The Condition of Education 2005. <http://nces.ed.gov/programs/coe/2005/section3/indicator23.asp#info>

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Of Every 100 African American  
Kindergartners:

- 89** Graduate from  
High School
- 51** Complete at Least  
Some College
- 18** Obtain at Least a  
Bachelor's Degree

(25-to 29-Year-Olds)

Source: US Department of Commerce, Bureau of the Census, March Current Population Surveys, 1971-2003, in  
The Condition of Education 2005. <http://nces.ed.gov/programs/coe/2005/section3/indicator23.asp#info>



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Of Every 100 Latino  
Kindergartners:

- 62** Graduate from  
high school
- 31** Complete at least  
some college
- 10** Obtain at least a  
Bachelor's Degree

(25-to 29-Year-Olds)

Source: US Department of Commerce, Bureau of the Census, March Current Population Surveys, 1971-2003, in  
The Condition of Education 2005. <http://nces.ed.gov/programs/coe/2005/section3/indicator23.asp#info>



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Of Every 100 American  
Indian/Alaskan Native  
Kindergartners:

- 71** Graduate from  
high school
- 30** Complete at least  
some college
- 12** Obtain at least a  
Bachelor's Degree

(25 Years Old and Older)

Source: U.S. Census Bureau, *We the People: American Indians and Alaska Natives in the United States*.  
Data source: Census 2000. [www.census.gov/2000census/data/indians/indians\\_race.census-2000.pdf](http://www.census.gov/2000census/data/indians/indians_race.census-2000.pdf)



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## College Graduates by Age 24

Young People From High Income Families	75%
Young People From Low Income Families	9%

Source: Tom Mortenson, Postsecondary Educational Opportunity...



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## What Can We Do?



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An awful lot of educators have  
decided that we can't do  
much.



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### What We Hear Many Educators Say:

- They're poor;
- Their parents don't care;
- They come to schools without breakfast;
- Not enough books
- Not enough parents . . .



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But if they are right, why are low-income students and students of color performing so high in some schools...



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### Frankford Elementary School



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## Frankford Elementary Frankford, Delaware

- 449 Students in Grades PreK-5
- 29% African American
- 34% Latino
- 34% White
- 76% Low-Income

Source: Delaware Department of Education Online School Profiles,  
<http://issm.doe.state.de.us/profiles/EntitySearch.aspx>




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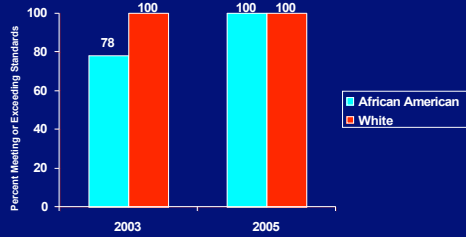
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## Frankford Elementary Closing Gaps, Grade 5 Reading



Source: Delaware Department of Education, DSTP Online Reports,  
<http://dstp.doe.k12.de.us/DSTPmain/default.asp>




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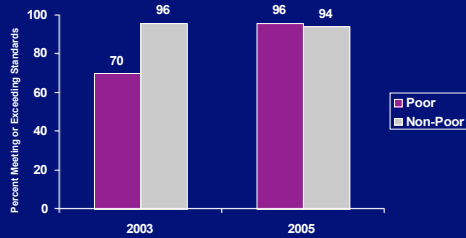
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## Frankford Elementary Closing Gaps, Grade 5 Math



Source: Delaware Department of Education, DSTP Online Reports,  
<http://dstp.doe.k12.de.us/DSTPmain/default.asp>




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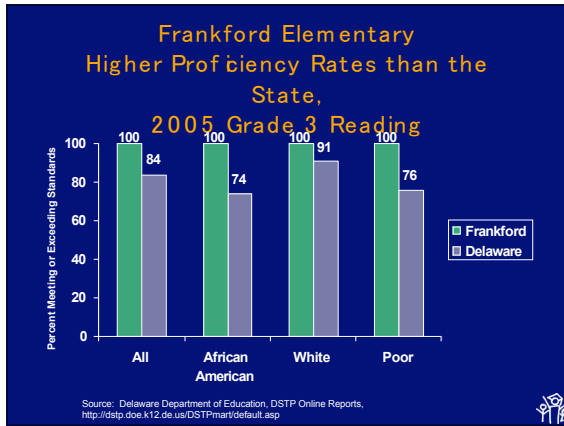
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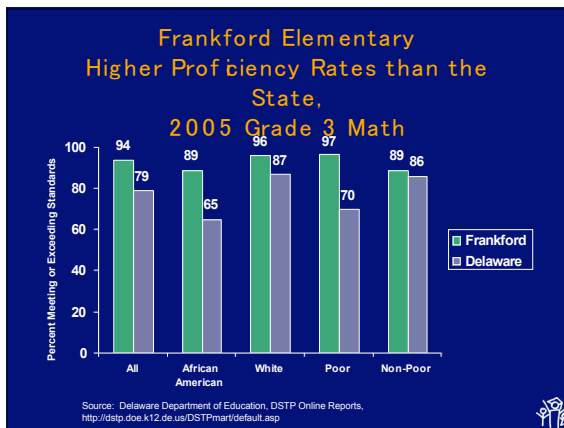
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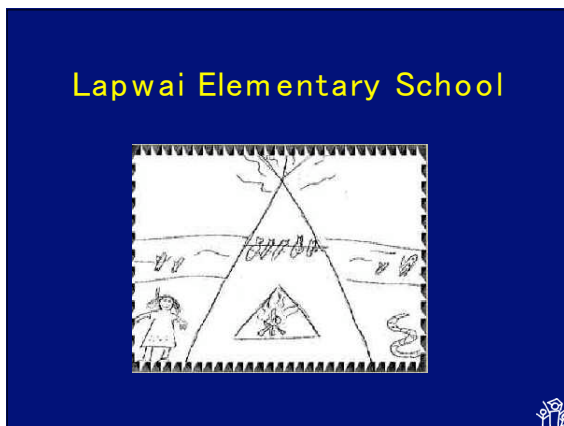
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## Lapwai Elementary School Lapwai, Idaho

- 82.3% Native American
- 17.7% White
- 61% Low-Income




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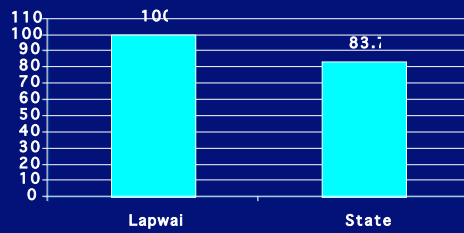
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## Lapwai Students Exceed State 4<sup>th</sup> Grade Math




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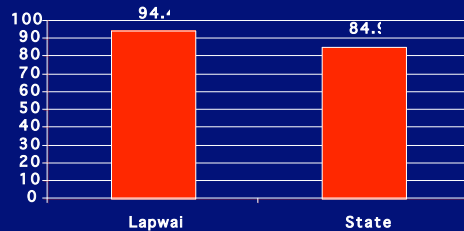
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## Lapwai Students Exceed State 4<sup>th</sup> Grade Reading




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## Elmont Memorial Junior-Senior High School




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## Elmont Memorial Junior-Senior High School Elmont, New York

- 1,966 Students in Grades 7-12
- 75% African American
- 12% Latino

Source: New York State School Report Card, <http://www.emsc.nysed.gov/irts/reportcard/>




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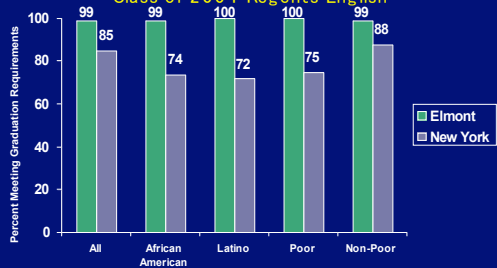
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## Elmont Memorial Higher Percentage of Students Meeting Graduation Requirements than the State, Class of 2004 Regents English



Source: New York State School Report Card, <http://www.emsc.nysed.gov/irts/reportcard/>




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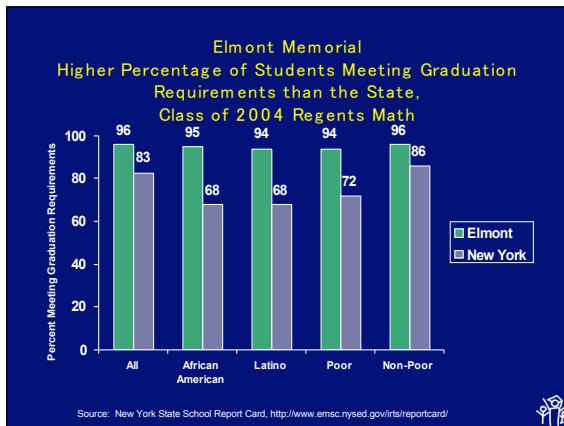
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**University Park Campus School**  
Worcester, Massachusetts

- 220 Students in Grades 7-12
- 9% African American
- 18% Asian
- 35% Latino
- 39% White
- 73% Low-Income

Source: Massachusetts Department of Education School Profile, <http://profiles.doe.mass.edu/>

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## University Park Results: 2004

- 100% of 10<sup>th</sup> graders passed MA high school exit exam on first attempt.
- 87% passed at advanced or proficient level.
- Fifth most successful school in the state, surpassing many schools serving wealthy students.




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Very big differences at  
state levels, too.




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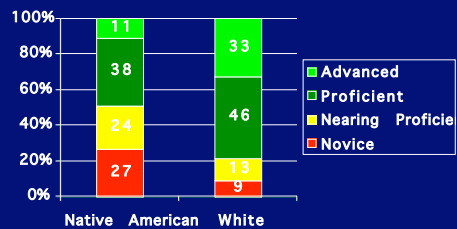
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## MT CRT 4<sup>th</sup> Grade Reading 2005




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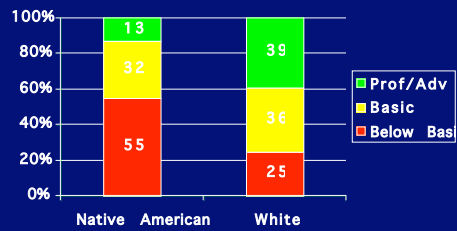
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### NAEP 4<sup>th</sup> Grade Reading: Montana, 2005




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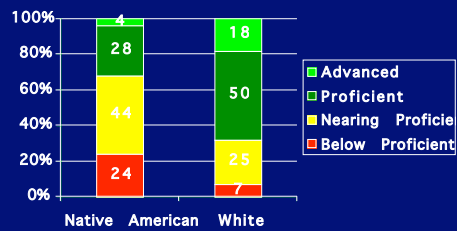
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### Montana CRT 8<sup>th</sup> Grade Math 2005




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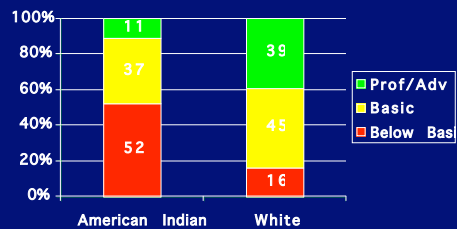
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### NAEP 8<sup>th</sup> Grade Math: Montana, 2005




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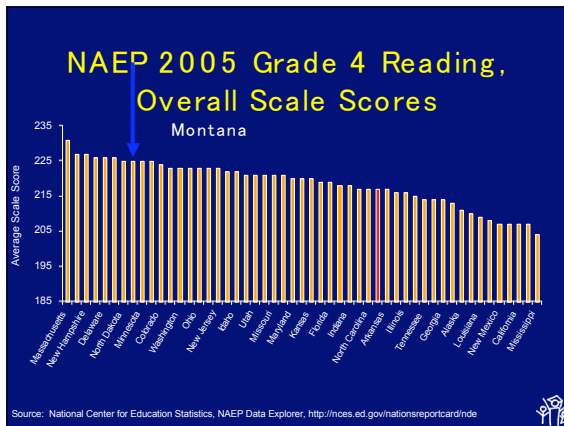
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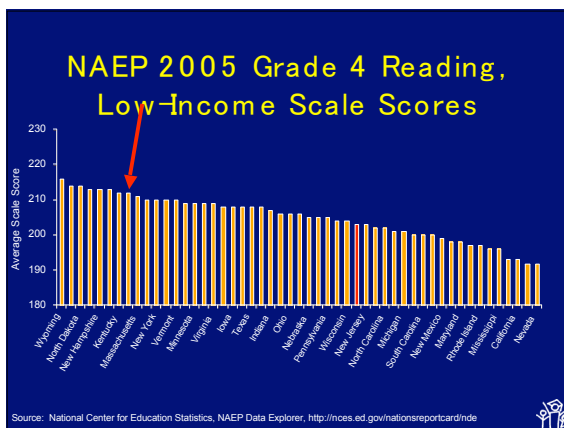
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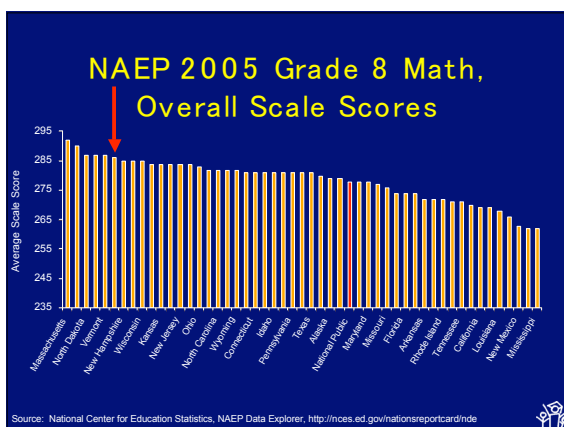
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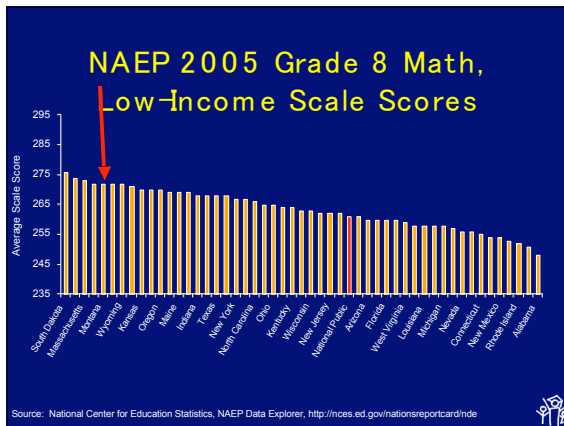
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**Bottom Line:**  
At Every Level of Education,  
What We Do Matters A Lot!

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**What do we know about  
the anatomy of their  
success?**  
Eleven powerful lessons

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#1. They focus on what they  
*can* do, rather than what they  
*can't*.



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Some schools and districts  
get all caught up in  
“correlations”.



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### Spend endless time tracking:

- Percent of babies born at low-birthweight;
- Percent of children born to single moms;
- Percent of children in families receiving government assistance;
- Education levels of mothers; and...



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The leaders in high-performing  
high poverty schools and  
districts don't do that.

They focus on what they can  
do, not on what they can't.



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It's not that they don't  
understand the effects of  
poverty, and many work hard  
on public policies that will  
help. But...



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“ Some of our children live in  
pretty dire circumstances.  
But we can't dwell on that,  
because we can't change it.  
So when we come here, we  
have to dwell on that which is  
going to move our kids.”

Barbara Adderly, Principal,  
M. Hall Stanton Elementary, Philadelphia



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#2. They don't leave anything about teaching and learning to chance.



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An awful lot of our teachers— even brand new ones— are left to figure out on their own what to teach and what constitutes “good enough” work.



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### Result? A System That:

- Doesn't expect very much from MOST students; and,
- Expects much less from some types of students than others.



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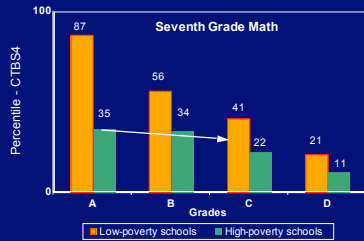
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## 'A' Work in Poor Schools Would Earn 'Cs' in Affluent Schools



Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.



Students can do  
no better than  
the assignments  
they are given...



## Grade 10 Writing Assignment

A frequent theme in literature is the conflict between the individual and society. From literature you have read, select a character who struggled with society. In a well-developed essay, identify the character and explain why this character's conflict with society is important.



## Grade 10 Writing Assignment

Write a composition of at least 4 paragraphs on Martin Luther King's most important contribution to this society. Illustrate your work with a neat cover page. Neatness counts.



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## The Odyssey Ninth Grade High-level Assignment

Comparison/Contrast Paper Between Homer's Epic Poem, *The Odyssey* and the Movie "O Brother Where Art Thou"

By nature, humans compare and contrast all elements of their world. Why? Because in the juxtaposition of two different things, one can learn more about each individual thing as well as something about the universal nature of the things being compared.

For this 2-3 page paper you will want to ask yourself the following questions: what larger ideas do you see working in *The Odyssey* and "O Brother Where Art Thou"? Do both works treat these issues in the same way? What do the similarities and differences between the works reveal about the underlying nature of the



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## The Odyssey Ninth Grade Low-level Assignment

Divide class into 3 groups:

Group 1 designs a brochure titled "Odyssey Cruises". The students *listen* to the story and write down all the places Odysseus visited in his adventures, and list the cost to travel from place to place.

Group 2 draws pictures of each adventure.

Group 3 takes the names of the characters in the story and gods and goddesses in the story and designs a crossword puzzle.



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## High Performing Schools and Districts

- Have clear and specific goals for what students should learn in every grade, including the order in which they should learn it;
- Provide teachers with common curriculum, assignments;
- Have regular vehicle to assure common marking standards;
- Assess students every 4-8 weeks to measure progress;
- ACT immediately on the results of those assessments.



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**They're methodical, in other words, but also responsible.**

When teachers in these schools say they "taught" it, that means their students learned it.



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**#3. They set their goals high.**



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Elementary Version...



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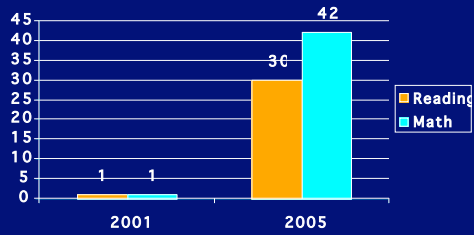
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M. Hall Stanton Elementary:  
Percent of 5<sup>th</sup> Graders  
ADVANCED



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High School Version...



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Even when they start with  
high drop out rates, high  
impact high schools focus on  
preparing all kids for college  
and careers

Education Trust 2005 study, "Gaining Traction, Gaining Ground."




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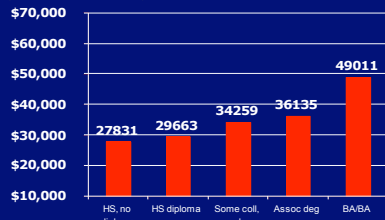
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That's Good, Because Education  
Pays:  
Annual Earnings of 25-34  
yr-olds by Attainment, 2001



Source: US bureau of Labor Statistics and Bureau of the Census, Current Population Survey, March 2002




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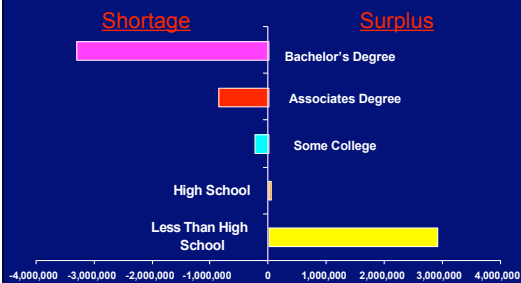
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Growing Need for Higher Levels of  
Education:

Projections of Education Shortages and Surpluses in 2012



Source: Analysis by Anthony Carnevale, 2006 of Current Population Survey (1992-2004) and Census Population Projection Estimates




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Even if you have your doubts,  
NEW STUDY FROM ACT:  
College ready, workforce  
training ready=same thing



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#4. Higher performing  
secondary schools put all  
kids— not just some— in a  
demanding high school core  
curriculum.



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Single biggest predictor post-  
high school success is QUALITY  
AND INTENSITY OF HIGH  
SCHOOL CURRICULUM

Cliff Adelman, *Answers in the Tool Box*, U.S. Department of  
Education.



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But college prep curriculum  
has benefits far beyond  
college.



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Students of all sorts will  
learn more...



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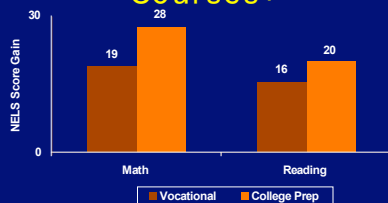
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Low Quartile Students Gain  
More From College Prep  
Courses\*



\*Grade 8-grade 12 test score gains based on 8th grade achievement.

Source: USDOE, NCES, *Vocational Education in the United States: Toward the Year 2000*, in Issue Brief: *Students Who Prepare for College and Vocation*



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They will also fail less often...



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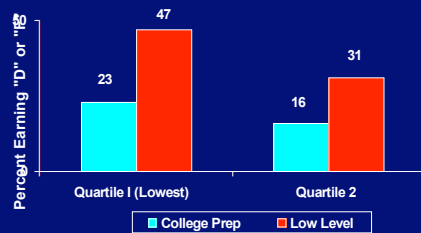
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### Challenging Curriculum Results in Lower Failure Rates, Even for Lowest Achievers

Ninth-grade English performance, by high/low level course, and eighth-grade reading achievement quartiles



Source: SREB, "Middle Grades to High School: Mending a Weak Link". Unpublished Draft, 2002.



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And they'll be better prepared for the workplace.



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Leading districts, states  
making college prep the  
default curriculum.

Texas, Indiana, Arkansas,  
Michigan, Oklahoma, Kentucky,  
Kansas.



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#5. High performing schools  
are obsessive about time,  
especially instructional time.



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Scouring the schedule for  
minutes:  
The case of the “pencil  
sharpener lady”.



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## High School?

Take, for example, the matter of reading.

Kids who arrive behind in reading...often simply assigned to courses that don't demand much reading.



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## Average High School: Percent of Instructional Time in Reading Intensive Courses

Below Grade Level	On Grade Level	Advanced Students
24%	29%	35%



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Surprise: Gaps Grow.



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### Higher Performing High Schools:

- “Behind” students spend **60** additional hours (**25%** more time) over 1 year in reading related courses)
- “Behind” students get **240** additional hours over 4 years!



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In other words, high performing schools both maximize time and don't leave its use to chance.



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There is also the matter of how we deploy our people.

9<sup>th</sup> Grade Bulge:  
Largely about “poor preparation” and “difficult transitions?”



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### One Colorado High School: Student/Teacher Ratio by Grade

Grade	9th	10th	11th	12th
Average number of students per teacher	30.3	16.7	11.6	12.1

Source: Jovenes Unidos & Padres Unidos, March, 2004.




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### Same Colorado High School: Counselor Deployment by Grade

Grade	9th	10th	11th	12th
Number of Counselors	1	1	1	1
Number of Students	572	366	309	213

Source: Jovenes Unidos and Padres Unidos, March, 2004.




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**Is this school structured  
around student, or adult  
needs?**

High performing schools are  
driven by student needs.




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#6. Principals are hugely important, ever present, but  
NOT  
the only leaders in the school



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### Elmont Memorial Junior-Senior High School



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### High performing schools...

- Teachers regularly observe other teachers;
- Teachers have time to plan and work collaboratively;
- New teachers get generous and careful support and acculturation;
- Teachers take on many other leadership tasks at the school



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#7. Good schools know how much teachers matter, and they act on that knowledge.



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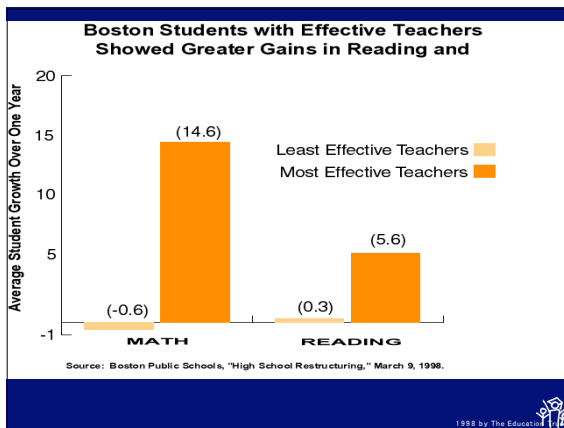
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1998 by The Education Trust



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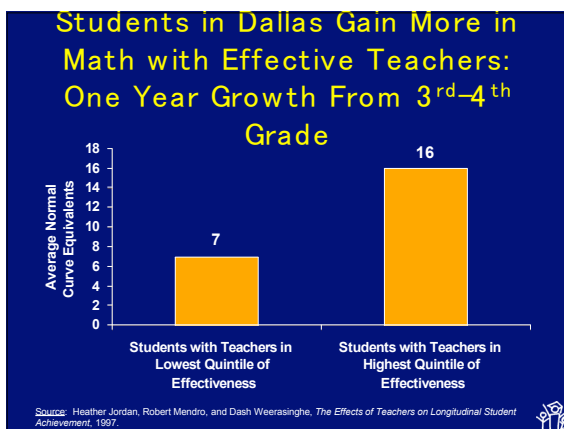
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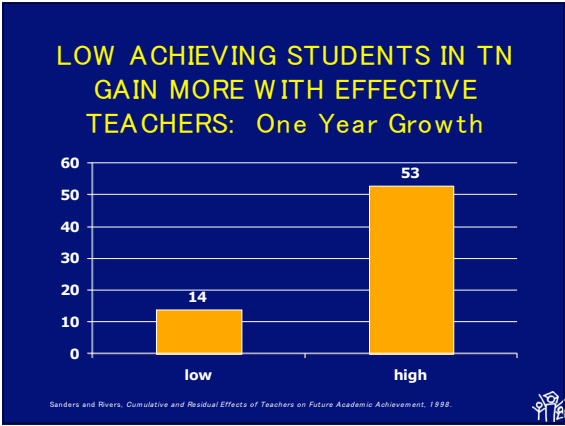
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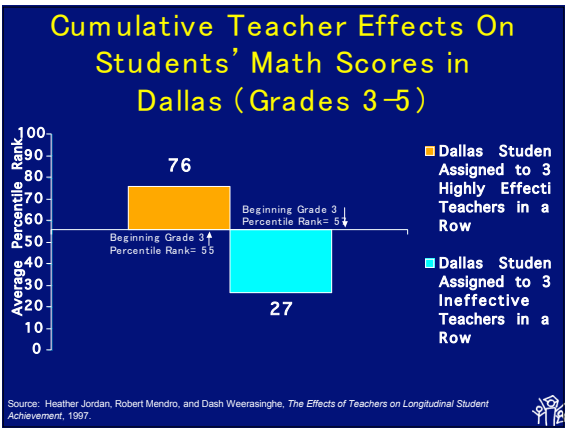
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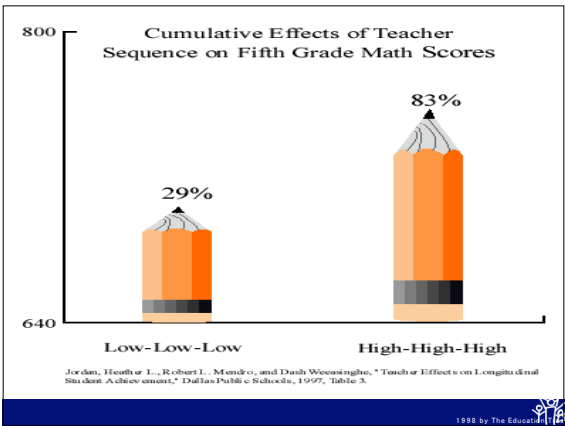
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## Good teachers matter a lot.

But some groups of kids don't  
get their fair share of quality  
teachers.




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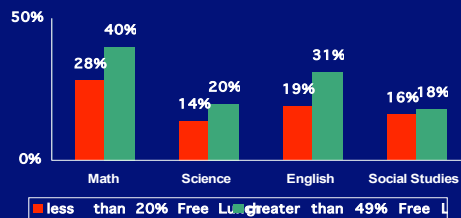
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## Classes in High Poverty High Schools More Often Taught by Misassigned\* Teachers



\*Teachers who lack a major or minor in the field  
Source: National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future* (p.16) 1996.




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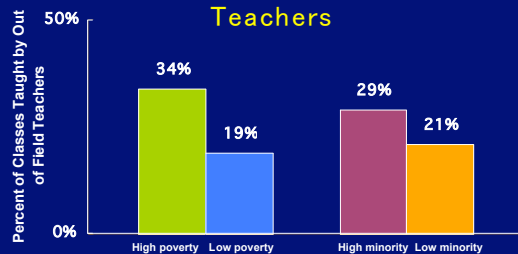
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## More Classes in High-Poverty, High-Minority Schools Taught By Out-of-Field Teachers



Note: High Poverty school-50% or more of the students are eligible for free/reduced price lunch. Low-poverty school-15% or fewer of the students are eligible for free/reduced price lunch.

High-minority school - 50% or more of the students are nonwhite. Low-minority school- 15% or fewer of the students are nonwhite.

\*Teachers lacking a college major or minor in the field. Data for secondary-level core academic classes.  
Source: Richard M. Ingersoll, University of Pennsylvania. Original analysis for the Ed Trust of 1999-2000 Schools and Staffing Survey.




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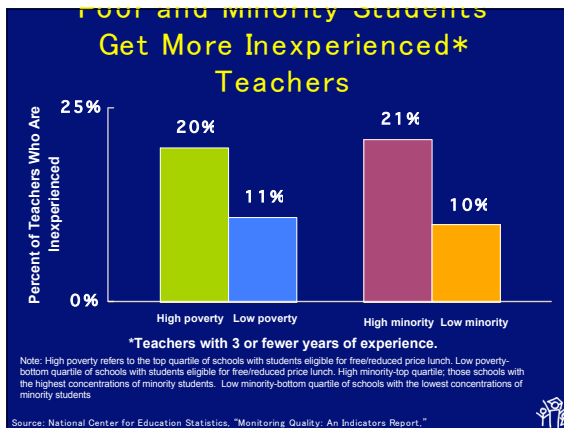
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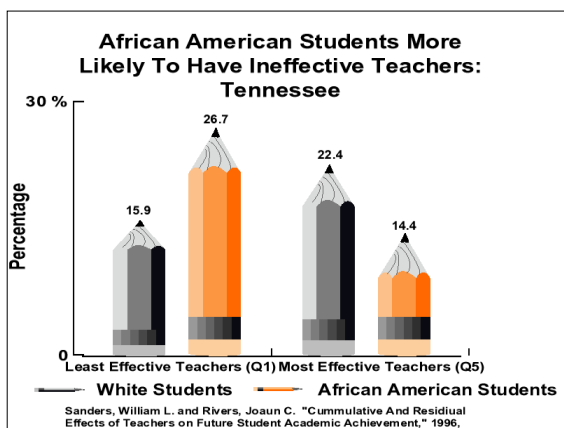
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### High performing schools and districts don't let this happen.

They:

- work hard to attract and hold good teachers;
- make sure that their best are assigned to the students who most need them; and,
- they chase out teachers who are not "good enough" for their kids.

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Why is this so important?



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“By our estimates from Texas schools, having an above average teacher for five years running can completely close the average gap between low-income students and others.”

John Kain and Eric Hanushek



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#8. They are obsessive about data.



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Charts and graphs decorate  
the school walls.

And every scrap of evidence is  
carefully scrutinized.



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What does that mean? At  
every moment, they know  
which students are behind and  
are intensely focused on  
bringing them up.



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#9. They are nice places to  
work.



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Not EASY places.  
And folks work really hard.

But there is lots of  
camaraderie, lots of stability,  
and lots of support.



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And when they have  
vacancies, get out of the  
way.

Elmont Memorial:  
350 applications for every  
opening.



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#10. They are very  
different places for  
students, too.



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Today, we adults make lots of assumptions about the youth culture. And a lot of educators think that low-income and minority youth are somehow inherently anti-intellectual and anti-authority.



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“At my old school, it was functional to act stupid. At this school, nobody lets me get away with that. Not my teachers. Not the students.”

—Elmont Student, 2005



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#11. They never back down.



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